

***Early Childhood and
Intervention Specialist
Field Experience Guide***

***Capital University
Columbus, Ohio***

***Spring Semester 2014
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Full day, Monday thru Friday***

Classes Resume April 14

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Basic Expectations for Pedagogy Field Experience

Field Experience Students will:

- If possible, contact the cooperating teacher prior to start of the field experience via email.
- Participate actively in the school and classroom for the entire school day unless other arrangements are approved by the supervisor, student, and cooperating teacher in advance and in writing.
- Exchange contact information with the school, the cooperating teacher, and supervisor by the close of the first day of the field experience.
- Notify supervisor, cooperating teacher, and school immediately if a need for an unexpected absence should arise.
- Complete absence form and submit it to supervisor within a week following any absence.
- Experience assessing, planning, and teaching cycle with the cooperating teacher in all content fields.
- Gradually increase responsibilities for teaching and managing transitions and other classroom procedures.
- Complete and reflect on course assignments.
- If seeking an Intervention Specialist Licensure, complete suggested activities for IS majors (see page 2 of guidebook for suggestions).
- Enhance the classroom learning environment (e.g. hallway displays, class web page, learning center, ect.).
- Demonstrate professional dispositions.
- Follow all school policies and maintain professional confidentiality.

Cooperating Teacher will:

- Assign teaching and other professionally relevant responsibilities to the student in accordance with teacher's perceptions of developing teaching skills.
- Observe the student teach and conduct classroom activities.
- Share feedback with student and supervisor.
- Notify supervisor of concerns as soon as possible so all involved can resolve difficulties in a timely and effective manner.
- Complete and submit a Pedagogy Formal Evaluation form and Candidate Dispositions Inventory using *TaskStream** to enter the assessment data.
- Share wisdom of teaching practice with students and scaffold their professional development.

University Supervisors will:

- Exchange contact information.
- Introduce self to building principal and cooperating teacher.
- Be available to help solve problems that may occur.
- Communicate weekly with pedagogy students and cooperating teachers.
- Visit the school approximately once per week in person.
- Arrange additional meetings and/or visits as requested by participants.
- Complete final evaluation forms using *TaskStream* to enter all assessment data.

**TaskStream* is an online data collection systems used by Capital University's Teacher Education Program to collect field-related data and is accessible through the internet. Cooperating teachers will receive an email detailing how to access *TaskStream* from Capital's Teacher Education office.

For assistance, please contact Ms. Holly Porter, hporter@capital.edu or 614-236-6302.

Suggested Activities for IS Majors

Ideas for those pursuing an Intervention Specialist licensure:

1. Required: Choose one student who has an IEP, and after discussing the approaches to his/her learning used by the teacher(s), select one goal and help the teacher 'teach' this student. You must keep the same kind of data that the teacher must keep.
2. Required: Attendance at an IEP or ETR (Evaluation Team Report) meeting. Write a reflection about the kind of communication and collaboration that is evident.
3. Observe co-teaching (between an IS and a content teacher) in the building and interview the teachers about their perceptions of co-teaching. Write this in a two-page paper, giving your perceptions of the effectiveness for student learning in this process.
4. Interview 2 IS teachers regarding Response to Intervention (RtI) or other general education pre-referral (to special education) systems within the school or district. Write the questions you have asked and the answers, and conclude this paper with an analysis of the interviews.

ECE Field Experience Assignments

I. Action Research Project: "What Difference Does Instruction Make?"

Conduct "**What Difference Does Instruction Make?**" research in one of content areas (Science, Social Studies, Language Art, or Mathematics). Return to campus with you data and notes. The final version of the research is to be submitted to your literacymethods.wikispaces.com portfolio during finals week.

II. Here is a list of each content area assignments while you are out in the field.

- **Language Arts**

1. Teach as much as you can! All subjects and topics involve reading and language arts.
2. 3 times during the experience, try listing your students' names from memory, along with a note about something each one is good at or interested in, and whether or not you have let the child know you know something they are good at and/or interested in. Interests and talents don't have to be school related at all. No due date. You are doing this because it's something really good teachers do!

- **Mathematics**

1. Field Experience Reflection Paper

During your field experience, you will write three papers reflecting on your fieldwork observations. Your reflection papers should contain your thoughts on how the fieldwork experience has impacted your understanding, knowledge, and dispositions about the teaching of mathematics as a student and teacher of mathematics. You will email me your reflection papers.

Reflection	Due Date
1. Teacher Routines & Classroom Culture	4/22
2. Instructional Methods	4/22
3. Student Assessment	4/22

2. Planning, Teaching, and Reflecting

You will teach several mathematics lessons and write a reflection on at least one lesson you teach (small and/or large group instruction). Then turn in your reflection with the lesson plan you taught. Also, all materials you use should be included (for example: page numbers in books and/or resources, names of books/resources used, internet recourses with URL, worksheets) so I can see the entire lesson.

- **Science**

1. Weekly Science Blog entries (completed in iLearn at the end of each week)
2. Turn in two (2) of your science lessons **OR** Develop and implement a Science Center to complement an existing science unit/lesson the cooperating teacher is doing.
3. Professional Development Workshop (either attend with your cooperating teacher **OR** complete an approved online PD workshop)

- **Social Studies**

1. Turn in your two (2) best social studies lesson plans with reflections on the lessons. Your plans can always be integrated with other content areas.
2. Each week you will receive a question(s). Please respond by the due dates.

Pedagogy Level Clinical Experience Absentee Form
Capital University (Rev. 10/11)

This form must be completed by the field experience student for all absences. It must be signed by the appropriate personnel, and submitted to the supervisor within two days following an unplanned absence. Forms for planned absences should be submitted in advance. Either partial or complete absences must complete this form. For absences due to medical reasons, a written excuse from authorized medical personnel must be attached to this form. You may be asked to provide documentation of absence for medical reasons.

Any more than two (2) days absent from school-based clinical experience must be made up. Should the school hold parent teacher conferences or professional development meetings in lieu of school during the times your experience is scheduled, you are expected to be present those days. An incomplete will be issued for the pedagogy course until your days of responsibility are completed. If a day of school is canceled by the school district for inclement weather or a calamity, that day does not need to be made up.

If you must be absent from clinical experience for any reason, please make contact (by phone or e-mail) in advance to your:

- cooperating teacher(s)
- the school office
- university supervisor
- pedagogy professors

Clinical Experience Student's Name _____

School Building _____

School District _____

The field experience student was absent from the school-based experience
from _____ to _____.
(date) (date)

Reason for absence(s):

Dates field experience student has scheduled to make up absences:

(Day of Week/Date)

(Day of Week/Date)

Signatures:

Signature of Cooperating Teacher / Date

Signature of Building Principal / Date

Signature of Student Teacher / Date

Signature of University Supervisor / Date

ECE & IS Pedagogy Formal Evaluation

Standard 1: Students	Area for Growth	Proficient	Accomplished
Teachers model respect for students' diverse cultures, language skills and experiences. (1.4)			
Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention. (1.5)			
Comments:			
Standard 2: Content	Area for Growth	Proficient	Accomplished
Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instructional strategies to effectively teach these concepts and skills. (2.1/2/2)			
Teachers connect content to relevant life experiences. (2.5 – removed career)			
Comments:			
Standard 3: Assessment	Area for Growth	Proficient	Accomplished
Teachers select, develop and use a variety of diagnostic, formative and summative assessments. (3.2)			
Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction. (3.3)			
Comments:			

Standard 4: Instruction	Area for Growth	Proficient	Accomplished
Teachers align their instructional goals and activities with school district priorities and Ohio's academic content standards, and communicate these goals to students. (4.1/4.3)			
Teachers use resources effectively, including technology, to enhance student learning. (4.7)			
Comments:			
Standard 5: Learning Environment	Area for Growth	Proficient	Accomplished
Teachers treat all students fairly and establish an environments that are respectful, supportive physically and emotionally safe. (5.1/5.2)			
Comments:			
Standard 6: Collaboration and Communication	Area for Growth	Proficient	Accomplished
Teachers communicate clearly and effectively. (6.1)			
Comments:			
Standard 7: Professional Responsibility and Growth	Area for Growth	Proficient	Accomplished
Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct. (7.1)			
Comments:			

Candidate Disposition Inventory

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by selecting the appropriate level. Complete the following inventory using the following scale as a means to describe the manner in which each behavior has been exemplified. Please remember that students are graded with respect to their level of acceptable behavior or their deviation from it.

Dispositions

***The candidate takes initiative.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate demonstrates enthusiasm toward teaching and learning.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate generates enthusiasm about instructional content.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate maintains high learning expectations for self.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate maintains high learning expectations for others.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate demonstrates compassion for those experiencing difficulty.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate demonstrates patience/flexibility with others during the learning process.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate collaborates effectively with others.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate demonstrates critical problem-solving skills.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate attempts to solve problems independently, seeking help when needed.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate responds appropriately to constructive feedback from peers, instructors, and/or professors.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate accurately assesses/reflects on strengths and areas of growth.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

Responsibilities

***The candidate is reliable.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

Candidate Disposition Inventory

***The candidate maintains professional/appropriate appearance.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate demonstrates a strong work ethic.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate addresses issues of concern professionally.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

Ethics

***The candidate maintains professional confidentiality as appropriate.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate demonstrates academic honesty.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate demonstrates respect for the beliefs, views, and needs of others.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable

***The candidate promotes diverse opinions and perspectives of individuals and groups.**

☐ Area for Growth ☐ Proficient ☐ Accomplished ☐ Not Applicable